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ABSTRACT

This report examines the employment, further education, and satisfaction outcomes of Aboriginal and non-Aboriginal former students who attended public colleges and institutes in British Columbia (Canada). Data on 878 Aboriginal students and 19,440 non-Aboriginal students were collected in 1997, approximately 9 months after students completed all or most of their program. Outcomes were compared for three program areas: arts and sciences, applied programs (those leading to employment in a specific field), and adult basic education (ABE) programs (those providing education at the secondary level or lower). Compared to the non-Aboriginal sample, the Aboriginal sample included individuals who were about 4 years older (median age 29.9) and had a larger proportion of female students. Since fewer Aboriginal students (68 percent) had finished high school before enrolling in their postsecondary program, Aboriginal students were more likely than non-Aboriginal students to have participated in ABE programs or courses. Among the main survey findings were the following: (1) Aboriginal students emphasized job skills as the main reason for enrolling; (2) labor force participation was 80 percent among Aboriginal former students and 86 percent among non-Aboriginal students; (3) 36 percent of Aboriginal and 43 percent of non-Aboriginal students went on to further education within 9 months of finishing their program; and (4) Aboriginal students were very satisfied with the utility of their training in relationship to employment, with their skill development, and with teaching quality and instructor availability. Appendices contain notes on the survey sample and extensive data tables. (SV)

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# 1997 BC COLLEGE AND INSTITUTE ABORIGINAL FORMER STUDENT OUTCOMES

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# 1997 BC COLLEGE AND INSTITUTE ABORIGINAL FORMER STUDENT OUTCOMES

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# Contents

The Highlights ..... 1

About the Student Outcomes Survey Project ..... 2

SECTION A – Outcomes of Former Students from All Programs

Introduction ..... 4

Aboriginal Education is a Government Priority ..... 5

Regional Breakdown of Respondents ..... 5

Breakdown of Respondents by Program ..... 6

What are the characteristics of Aboriginal former students? ..... 7

What are the employment outcomes of Aboriginal former students? ..... 9

How useful was Aboriginal former students' education? ..... 11

How satisfied are Aboriginal former students with their educational experience? ..... 11

How do credential completion rates compare? ..... 13

What are the continuing education outcomes of Aboriginal former students? ..... 13

Conclusion ..... 14

SECTION B – Outcomes of Former Adult Basic Education Students

Introduction ..... 16

Regional Breakdown of Respondents ..... 16

Breakdown of Respondents by Program ..... 17

What are the characteristics of Aboriginal ABE students? ..... 17

What are the employment outcomes of Aboriginal ABE students? ..... 18

How satisfied are Aboriginal ABE students with their educational experience? ..... 18

What are the continuing education outcomes of Aboriginal ABE students? ..... 20

Conclusion ..... 20

More Information ..... 21

APPENDICES

Notes on the Survey Sample ..... 21

Former Students Exiting All Programs ..... 22

Former Students Exiting Arts and Science Programs ..... 24

Former Students Exiting Applied Programs ..... 26

Former Students Exiting Adult Basic Education Programs ..... 28

# The Highlights

This report examines the employment, further education, and satisfaction outcomes of Aboriginal and non-Aboriginal former students who attended BC public colleges and institutes. The report is based on data collected in 1997, approximately nine months after students completed all, or a significant portion, of their program. The report compares the outcomes of Aboriginal and non-Aboriginal former students from three program areas: Arts and Science, Applied, and Adult Basic Education (ABE).

## Profile

**Females make up a greater proportion of the Aboriginal study group than the non-Aboriginal study group.**

Sixty-four percent of the Aboriginal study group are female compared with 54 percent of the non-Aboriginal study group. This pattern is especially pronounced in the ABE cohort where females comprise 71 percent of Aboriginal former students and 57 percent of non-Aboriginal former students.

**Aboriginal former students tend to be older than non-Aboriginal former students.**

With a median age of 29.9 years, Aboriginal former students are typically four years older than their non-Aboriginal counterparts.

## Previous Education

**Aboriginal former students are more likely to have participated in ABE programs or courses at their college or institute.**

Just under 68 percent of Aboriginal former students completed their high school education prior to enrolling in their college or institute program, compared with 90 percent of non-Aboriginal former students. Aboriginal former students are more likely to have participated in ABE studies; 22 percent of all Aboriginal former students surveyed were in the ABE cohort, compared with 7 percent of non-Aboriginal former students.

## Goals and Objectives

**Aboriginal students emphasize job skills as their main reason for enrolling.**

Aboriginal students are more likely than their non-Aboriginal counterparts to have enrolled in their educational program to attain job skills. Seventy-one percent of Aboriginal students from Applied programs named job skills as their main reason for enrolling compared to 66 percent of non-Aboriginal former students. Over a third of Aboriginal students exiting Arts and Science programs enrolled to attain job skills.

## Employment Outcomes

**The labour force participation rate of former Aboriginal students is almost eighty percent.**

Almost 80 percent of former Aboriginal students were participating in the labour force when interviewed. The labour force participation rate of non-Aboriginal students was 86%. The labour force includes people who are employed and those who are actively looking for a job. Sixty-three percent of Aboriginal former students were employed, compared with 77 percent of non-Aboriginal former students.

## BC College and Institute Aboriginal Former Student Outcomes

### Further Education Outcomes

**Over a third of Aboriginal and non-Aboriginal former students went on to further education.**

Thirty-six percent of Aboriginal former students went on to further education in the nine month period between the completion of their program of study and the interview date; the comparable figure for non-Aboriginal students is 43 percent. The majority of those Aboriginal former students who continued their education attended a BC college or institute.

### Satisfaction Outcomes

**Aboriginal former students give high marks to their colleges and institutes for providing useful training.**

About 80 percent of Aboriginal former students rated their training "very" or "somewhat" useful to their ability to both get and perform their job.

**Aboriginal former students are highly satisfied with the quality of skill development.**

Former Aboriginal and Non-Aboriginal students were very positive about skill development in the areas of teamwork, and problem solving and analysis. Overall, Aboriginal former students tend to evaluate their skill development more positively than non-Aboriginal former students.

**Teaching quality and instructor availability received high ratings.**

On a three-point scale, former Aboriginal students rated teaching quality 2.72 and instructor availability 2.56; the corresponding figures for non-Aboriginal students are 2.65 and 2.61. These were the highest ratings given by former students when asked to evaluate 12 aspects of their program.

### About the Student Outcomes Survey Project

The BC College and Institute Student Outcomes Survey Project is conducted with funding from the Ministry of Advanced Education, Training and Technology, and Human Resources and Development Canada, under the Canada/BC Strategic Initiative Program, and BC's public colleges and institutes.

The British Columbia Outcomes Working Group (OWG) oversees all aspects of the project, from data collection through to the reporting of results. The OWG is a decade-old partnership between colleges and institutes and system bodies, such as the Ministry of Advanced Education, Training and Technology, the Advanced Education Council of BC and the BC Council of Admissions and Transfer. The partnership is one of shared interests, funding and expertise.

The survey results are used:

- by colleges and institutes to evaluate program offerings and services;
- to support decision making and program evaluation by the Ministry;
- to enhance understanding of the labour market; and
- to assist new students in selecting their educational programs.

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# Section A:
## *Outcomes of Former Students from All Programs*

## BC College and Institute Aboriginal Former Student Outcomes

### Introduction

This report provides detailed information on the education, employment and satisfaction outcomes of former Aboriginal students of British Columbia's public colleges and institutes. It documents the experience of over eight hundred Aboriginal former students. This compilation will assist in the planning and implementation of policy regarding Aboriginal Post-Secondary Education and Training in British Columbia.

*The BC College and Institute Student Outcomes Survey* collects information about the education and career outcomes of former students approximately nine months after completing all, or a significant portion, of their college or institute program. British Columbia's public colleges and institutes and the Ministry of Advanced Education, Training and Technology (MAETT) fund the overall survey project. This special report on Aboriginal student outcomes has been produced with funding from the Colleges and Institutional Planning Branch of the MAETT.

This study uses data from the 1997 Student Outcomes survey[1] to answer a number of questions about the impact of post-secondary education on the career and education outcomes of Aboriginal former students. The report is divided into several sections that provide answers to the following questions:

- What are the characteristics of Aboriginal former students?
- What are the employment outcomes of Aboriginal former students?
- How useful was Aboriginal former students' educational training?
- How satisfied are Aboriginal former students with their educational experience?
- What is the credential completion rate for Aboriginal former students?
- What are the continuing education outcomes of Aboriginal former students?

This report is divided into two sections. The first section provides an overview of the 1997 survey results for Aboriginal and non-Aboriginal former students from all programs of study. The second section looks more closely at the survey results for Aboriginal and non-Aboriginal former students from Adult Basic Education (ABE) programs.

[1] Respondents were contacted during the Spring of 1997 and asked questions about the college or institute program they "completed" and left during the 1995/1996 academic year. See Appendix 1 for more details regarding the criteria for inclusion in the survey cohort.

## BC College and Institute Aboriginal Former Student Outcomes

**Aboriginal Education is a Government Priority**

During the past eight years, provincial government strategies have focused on increasing the number of Aboriginal students in post-secondary education, and improving retention rates through student support programs at public institutions. *The Aboriginal Post-Secondary Education and Training Framework*, approved by Cabinet in 1995, has provided a policy framework for the achievement of these goals. Most universities, colleges and institutes include Aboriginal representation on their Boards of Governors and employ an Aboriginal Education Coordinator to provide support services to Aboriginal students. In addition, a limited number of institutions have incorporated Aboriginal perspectives into selected regular courses, and offer targeted courses and programs for Aboriginal learners. These programs include law, teacher training, adult education, First Nations Studies, health care and social services, trades, business, public administration, justice, and natural resources.

Support from the Provincial Government also includes funding for educational programs offered at two Aboriginal institutions and at a number of education centres that have entered into partnership with public post-secondary institutions.

**Regional Breakdown of Respondents**

Included in this analysis are 878 Aboriginal and 19,440 non-Aboriginal former students who completed all, or a significant portion, of their academic or skills-training studies at a BC public college or institute during the 1995-96 academic year. Table 1 shows that 4 percent of all survey respondents identified themselves as Aboriginal during the survey interview. This is in line with the 1996 Census, which found that 4 percent of BC's population of 3,724,500 are Aboriginal. The largest number of Aboriginal respondents (274) to the Student Outcomes survey attended institutions in the Vancouver Island region. The highest concentration of Aboriginal students was in the Northern BC region with 8 percent of the surveyed population; lowest was the Lower Mainland region with 2 percent of the population.

**Table 1**
**The Proportion of Aboriginal Former Students, by Region**

| | Respondents | | | |
|---|---|---|---|---|
| | Aboriginal | Non-Aborginal | Total | % Aboriginal |
| ***Regions*** | | | | |
| Interior and Kootenays | 245 | 4,015 | 4,260 | 6% |
| Lower Mainland | 257 | 10,261 | 10,518 | 2% |
| Northern BC | 102 | 1,198 | 1,300 | 8% |
| Vancouver Island | 274 | 3,966 | 4,240 | 6% |
| ***Provincial Total*** | *878* | *19,440* | *20,318* | *4%* |

**Breakdown of Respondents by Program**

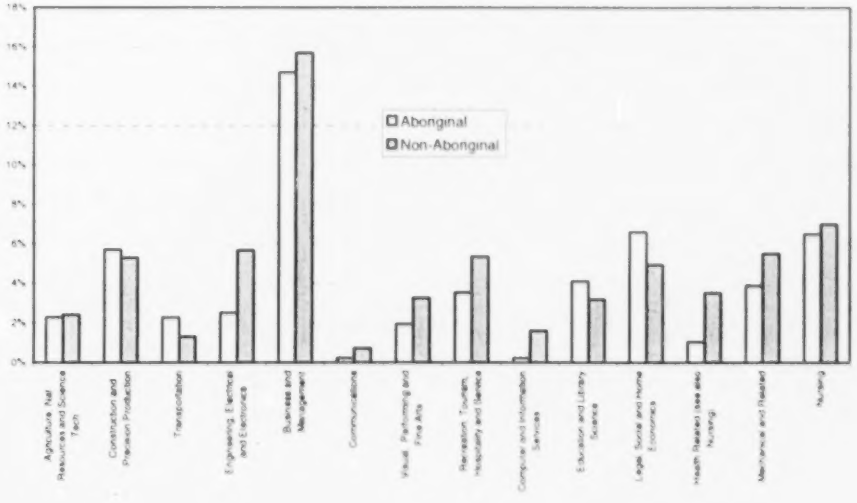
Proportionately fewer Aboriginal former students were enrolled in Applied and Arts and Science programs than non-Aboriginal former students (see Table 2). The ten point spread between the percent of Aboriginal and non-Aboriginal former students in Applied programs is made up of relatively small differences in the percentage distribution of Aboriginal and non-Aboriginal former students across many Applied programs (see Figure 1).

The proportion of Aboriginal former students in ABE programs, was greater than non-Aboriginal: 22 percent versus 7 percent, respectively.

**Table 2**
**Distribution of Aboriginal Former Students, by Program Type**

| | Respondents | | | |
|---|---|---|---|---|
| | Aboriginal | | Non-Aboriginal | |
| | N | % of Total | N | % of Total |
| Applied Programs | 487 | 55% | 12,728 | 65% |
| Arts and Sciences Programs | 200 | 23% | 5,349 | 28% |
| ABE Programs | 191 | 22% | 1,363 | 7% |
| ***Provincial Total*** | *878* | *100%* | *19,440* | *100%* |

**Figure 1**
**Distribution of Former Students Across Applied Programs**

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WHAT ARE THE CHARACTERISTICS OF ABORIGINAL FORMER STUDENTS?

## DEMOGRAPHICS

**Females make up a greater proportion of the Aboriginal study group than of non-Aboriginal former students.**

Sixty-four percent of the Aboriginal study group are female compared with 54 percent of non-Aboriginal former students. Females comprise a greater proportion of the Aboriginal former student population than the non-Aboriginal population in all three major program areas. The discrepancy is greatest in the Adult Basic Education program where female former students make up 71 percent of the Aboriginal study group and 57 percent of the non-Aboriginal study group.

**Table 3**
**Female Students as a Percentage of Former Students, by Program Type**

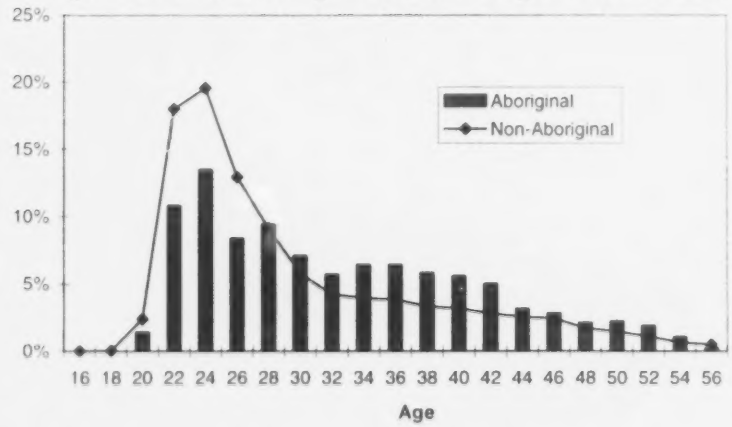
| | Applied | Arts and Science | Adult Basic Education | All programs |
|---|---|---|---|---|
| Aboriginal | 59% | 70% | 71% | 64% |
| Non-Aboriginal | 52% | 60% | 57% | 54% |

**Aboriginal former students tend to be older than non-Aboriginal former students.**

The age distribution of former Aboriginal and non-Aboriginal students at the time of the survey shows a relative concentration of non-Aboriginal students in the 20-26 age group, and a much flatter distribution of Aboriginal students across most age groups (see Figure 2). The median age of an Aboriginal former student is 29.9 years, whereas for the non-Aboriginal cohort, the median age is 25.5 years.

Aboriginal former students from both Applied and Arts and Science programs are, on average, four years older than their non-Aboriginal counterparts. The median age of Aboriginal ABE students was two years higher than for non-Aboriginal ABE students.

**Figure 2**
**Age Distribution for Aboriginal and Non-Aboriginal Former Students**



## Reasons for Enrolling

**Aboriginal former students emphasize job skills as their main reason for enrolling**

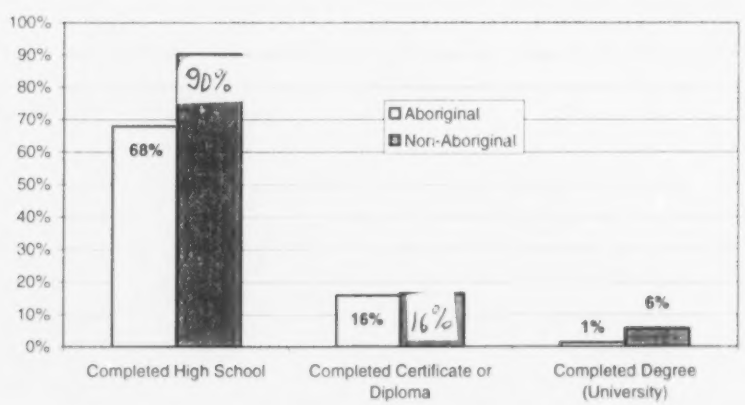
Over half of all former students (53 percent of Aboriginal students and 52 percent of non-Aboriginal students) cite the attainment of job skills as their main reason for enrolling in their educational program. With the exception of ABE programs, Aboriginal students are more likely to emphasize job skills than their non-Aboriginal counterparts. Seventy-one percent of Aboriginal former students from Applied programs named job skills as their main reason for enrolling compared with 66 percent of non-Aboriginal former Applied students. For Arts and Science programs, 35 percent of Aboriginal former students cited job skills compared with 23 percent of non-Aboriginal students. Degree attainment was the main reason for enrollment for both Aboriginal and non-Aboriginal former ABE students.

## Previous Education

**There is a marked difference in educational background between Aboriginal and non-Aboriginal former students.**

Just under 68 percent of Aboriginal former students completed their high school education prior to enrolling in their college or institute program, in comparison to 90 percent of non-Aboriginal former students. The pattern of lower high school completion rates for Aboriginal former students was consistent across all three program types: Arts and Science, Applied and Adult Basic Education. Sixteen percent of both Aboriginal and non-Aboriginal former students had completed a certificate or diploma prior to enrolling in their college or institute program. Just 1 percent of Aboriginal former students had completed a university degree prior to enrolling, in contrast to 6 percent of non-Aboriginal former students. (see Figure 3).

**Figure 3**
**Previous Education of Aboriginal and Non-Aboriginal Former Students**

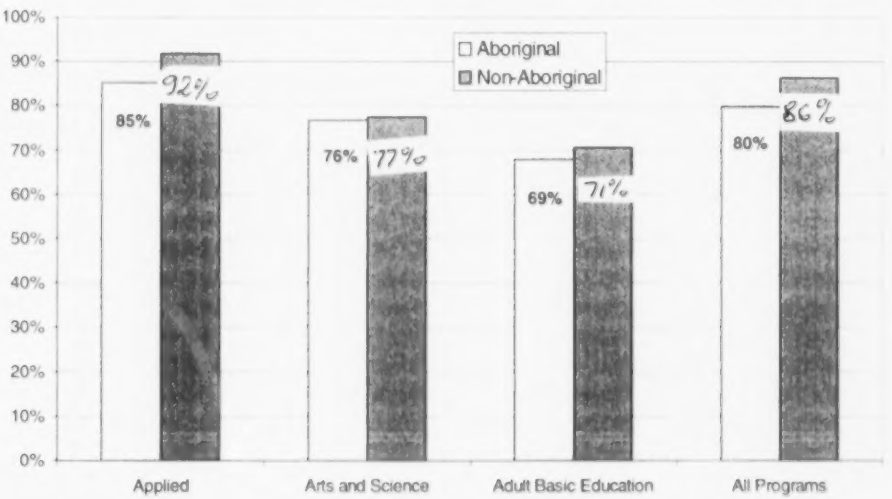


WHAT ARE THE EMPLOYMENT OUTCOMES OF ABORIGINAL FORMER STUDENTS?

**Aboriginal former students are less likely to have found or to be looking for jobs.**

The labour force includes people who are employed and people who are actively looking for a job. Just under 80 percent of former Aboriginal students were participating in the labour force when contacted approximately nine months after completing their program. The labour force participation rate of non-Aboriginal students was 86 percent. The lower labour force participation rate of Aboriginal former students is consistent across all program types; however, there is almost no difference for former students of Arts and Science programs (Figure 4).

**Figure 4**
**Percent of Respondents in the Labour Force, by Program Type**




**Aboriginal former students are less likely to be employed and take more time to find a job.**

Sixty-three percent of Aboriginal former students were employed at the time of the interview, compared with 77 percent of non-Aboriginal students.

The average time required to find a job was 2.2 months for Aboriginal former students, and 1.8 months for non-Aboriginal former students. When asked how their main jobs were found, both Aboriginal and non-Aboriginal former students made reference to similar resources: "off-campus postings," "friends or relatives," and "found job on my own" were the most oft-cited.

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**Aboriginal former students are less likely to find full-time and training-related employment.**

A key indicator of the utility of programs designed to prepare students for job entry is the degree to which respondents consider their current job to be related to their educational training. Sixty three percent of those Aboriginal former students from Applied programs who were in the labour force were employed in training-related jobs, compared with 69 percent of non-Aboriginal former students.

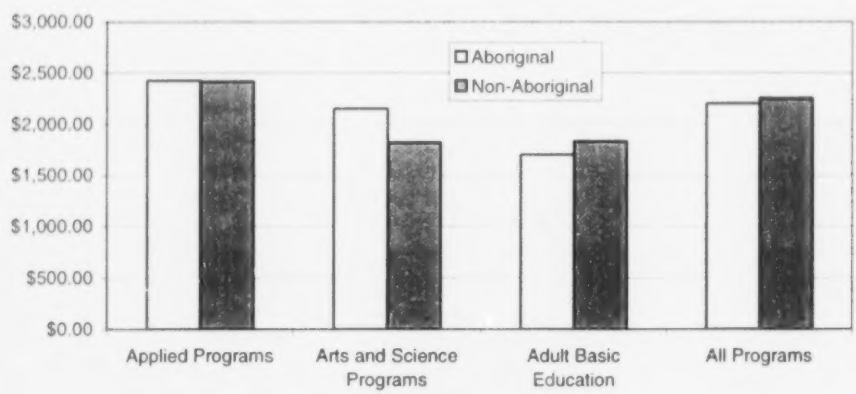
Aboriginal former students were also less likely to be employed in full-time jobs (30 or more hours per week) and in training-related, full-time jobs. Twenty percent of Aboriginal former students were employed part-time. Twenty percent of Aboriginal former students identified themselves as unemployed and looking for work, in comparison to 11 percent of non-Aboriginal students.

**Employed Aboriginal former students earn slightly less than non-Aboriginal former students.**

The median gross monthly salary of Aboriginal former students is $2,200, compared with $2,252 for non-Aboriginal former students. The pattern of lower earnings for Aboriginal former students extends to former students employed in training-related jobs, but is reversed for non-training-related jobs.

Aboriginal former students in Arts and Science programs earn substantially more than their non-Aboriginal counterparts, with a median gross monthly salary of $2,149 versus $1,819 (Figure 5).

**Figure 5**
**Average Gross Monthly Salaries, by Program Type**




**Employed male former students (both Aboriginal and non-Aboriginal) earn substantially more than their female counterparts.**

The difference between male and female earnings is more pronounced for Aboriginal former students than for non-Aboriginal former students. In the Aboriginal cohort, male former students had a median salary of $2,598, while female former students earned $2,000. For the non-Aboriginal cohort the salaries were $2,499 and $2,083

for male and female former students respectively. Male Aboriginal former students earned more, on average, than male non-Aboriginal former students.

HOW USEFUL WAS ABORIGINAL FORMER STUDENTS' EDUCATION?

**Aboriginal former students give high marks to their colleges and institutes for providing useful training.**

Employed respondents were asked to comment on the usefulness of the training they received both in getting and performing their current job. On a four-point scale where 1 is "not at all useful" and 4 is "very useful", Aboriginal former students rated the usefulness of training in getting their job at 3.14 in contrast to 3.05 for non-Aboriginal students (Table 4). Aboriginal former students rated the usefulness of their training in performing their job at 3.17, in contrast to 2.92 for non-Aboriginal former students.

HOW SATISFIED ARE ABORIGINAL FORMER STUDENTS WITH THEIR EDUCATIONAL EXPERIENCE?

**Both Aboriginal and non-Aboriginal former students have a high overall level of satisfaction with their studies.**

Students enter the education system with different goals. The challenge to the education system is to provide a sufficient variety of high-quality education choices so that students' varied goals can be realized. Former students rated the extent to which their main reason for enrolling was met on a four point scale, where 1 represents completely unmet, and 4 represents completely met. The average rating for Aboriginal former students was 3.16 and 3.22 for non-Aboriginal former students (Table 4).

Aboriginal former students rated their overall level of satisfaction with their studies at 3.27 on a four point scale, while non-Aboriginal students rated their satisfaction at 3.21.

**Table 4**
**Impressions of Training Usefulness and Satisfaction Levels**

| | Aboriginal Former Students | Non-Aboriginal Former Students |
|---|---|---|
| | Average on a 4-point scale | |
| **Usefulness of training in...** | | |
| ..getting job | 3.14 | 3.05 |
| ..performing job | 3.17 | 2.92 |
| **Satisfaction** | | |
| extent to which main goal met | 3.16 | 3.22 |
| overall satisfaction | 3.27 | 3.21 |

**Aboriginal former students are highly satisfied with the quality of skill preparation they received from their education program.**

Respondents were asked to rate how well their training prepared them in nine skill areas using a three point scale. There are strong similarities between Aboriginal and non-Aboriginal former students in terms of the skill areas where they believe their colleges and institutes prepared them well. Both Aboriginal and non-Aboriginal former students gave their colleges the highest marks for Teamwork and Analysis and Problem Solving.

There was also some consensus among former students regarding the skills that were least well developed by their college or institute program. Entrepreneurial skills, and the use of computers were ranked among the lowest three skills, though both groups still expressed moderate levels of satisfaction with these skill areas.

Table 5
Satisfaction with Skill Development

| Highest three rated skills | | | | Lowest three rated skills | | | |
|---|---|---|---|---|---|---|---|
| Aboriginal students | | Non-Aboriginal students | | Aboriginal students | | Non-Aboriginal students | |
| Teamwork | 2.68 | Teamwork | 2.61 | Mathematics | 2.46 | Use of tools / equipment | 2.44 |
| Analysis / Problem solving | 2.61 | Analysis / Problem solving | 2.58 | Use of computers | 2.29 | Use of computers | 2.21 |
| Oral communication | 2.57 | Reading & Comprehension skills | 2.51 | Entrepreneurial skills | 2.16 | Entrepreneurial skills | 2.07 |

Overall, Aboriginal former students tend to be more positive than non-Aboriginal former students in their evaluation of skill development. Aboriginal former students gave a higher score than non-Aboriginal students to all skill areas.

**Aboriginal and non-Aboriginal former students give good reviews of teaching quality and instructor availability.**

On a three-point scale, Aboriginal former students rated teaching quality 2.72 and instructor availability 2.56; the corresponding figures for non-Aboriginal former students are 2.65 and 2.61. These were among the highest ratings given by former students when asked to evaluate their college experience. Aboriginal former students also reported high levels of satisfaction for library services as well as the organization of their program.

Overall, Aboriginal former students were more positive than non-Aboriginal students in their evaluation of their college experience. Both Aboriginal and non-Aboriginal students expressed lower levels of satisfaction with their experiences with computer

hardware and software. Both groups also gave low marks to library materials in contrast to their positive experience with library services.

HOW DO CREDENTIAL COMPLETION RATES COMPARE?

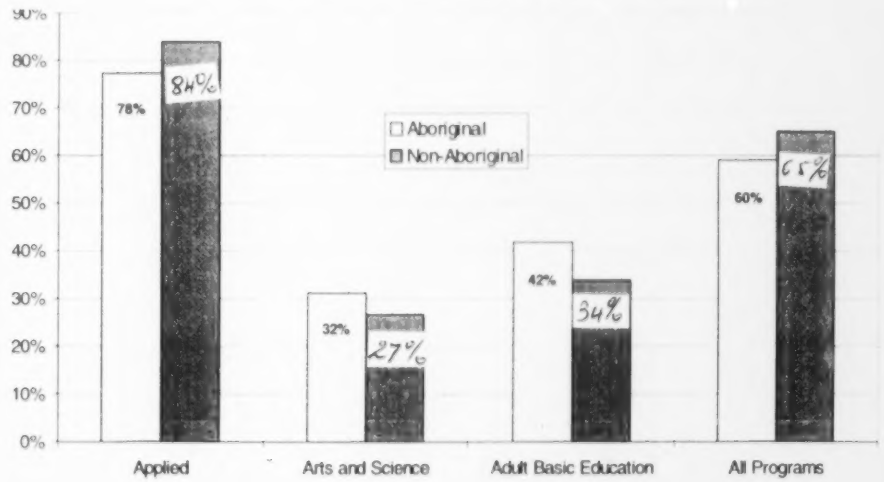
**Aboriginal former students are less likely to complete the requirements for a credential than non-Aboriginal students.**

Overall, Aboriginal former students are less likely to complete the requirements for a credential than non-Aboriginal former students. At the program type level, however, this statement holds true only for those students in Applied programs. In the smaller samples of Arts and Science and ABE programs, Aboriginal students were more likely to receive their credential than non-Aboriginal students (see Figure 6).

**Female Aboriginal former students are more likely to complete the requirements for a credential than male Aboriginal students.**

That Aboriginal students in Arts and Science and ABE programs are more likely to complete the requirements for a credential than non-Aboriginal students reflects a difference in the composition of the sub-samples. Females make up over two-thirds of the Aboriginal, Arts and Science and ABE sub-samples. Female Aboriginal former students are more likely to complete the requirements for their credential (62%) than male Aboriginal students (57%).

**Figure 6**
**Percent of Former Students Who Completed Requirements for Credential, by Program Type**




WHAT ARE THE CONTINUING EDUCATION OUTCOMES OF ABORIGINAL FORMER STUDENTS?

**Over a third of Aboriginal former students went on to further education.**

During the approximate nine month period between the time respondents completed their program and the interview date, 36 percent of Aboriginal former students went on to further studies, compared with 43 percent of non-Aboriginal former students. Aboriginal Arts and Science students are much less likely to pursue further education than non-Aboriginal former students (figure 7).



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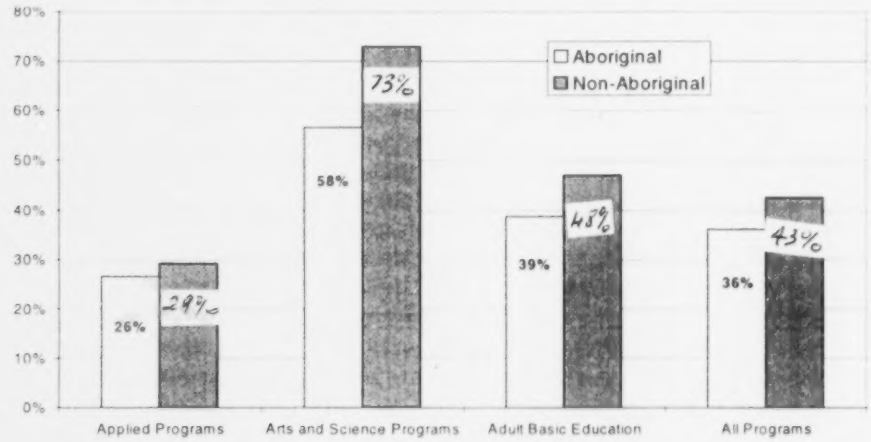
## BC College and Institute Aboriginal Former Student Outcomes

**Figure 7**
**Former Students Taking Further Studies Since Leaving Their Institution, by Program Type**




Nineteen percent of Aboriginal former students transferred to another BC college or institute to continue their studies in contrast to sixteen percent of non-Aboriginal former students. Aboriginal former students were much less likely than non-Aboriginal students to transfer to a BC university. Only 9 percent of Aboriginal former students transferred to a university, compared with 18 percent of non-Aboriginal former students.

Of those Aboriginal former students who went on to further education, 15 percent said that they experienced some transfer problems. Some 16 percent of non-Aboriginal former students said that they experienced transfer problems.

### Conclusion

Results from the 1997 Student Outcomes survey show that Aboriginal former students are very satisfied with their overall educational experience at BC's colleges and institutes. Aboriginal former students gave especially high ratings to teaching quality and instructor availability. They were also very satisfied with the development of their problem solving and analysis, and teamwork skills.

Although Aboriginal former students emphasize job skills as their main reason for enrolling in their college or institute program, their employment outcomes are weaker than those of non-Aboriginal former students. Aboriginal former students are less likely to join the labour force after completing their college or institute program, and those that do join are less likely to find employment. Although the Student Outcomes data do not support a more in-depth analysis of the barriers to employment faced by Aboriginal former students, this is clearly an area for future study. For example, it would be interesting to know the relationship between employment history prior to enrolling in post-secondary programs and subsequent employment activities.



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# Section B:
## *Outcomes of Former Students of ABE Programs*

## BC College and Institute Aboriginal Former Student Outcomes

### Introduction

This section provides detailed information about the education, employment and satisfaction outcomes of Aboriginal Adult Basic Education (ABE)[1] former students in the public colleges and institutes of British Columbia. It documents the experience of 191 Aboriginal former ABE students and compares their outcomes with those of non-Aboriginal former ABE students.

This section uses data from the 1997 Student Outcomes survey[2] that are specific to those students who are included in the ABE cohort, to answer the following questions:

- What are the characteristics of Aboriginal ABE students?
- What are the employment outcomes of Aboriginal ABE students?
- How satisfied are Aboriginal ABE students with their educational experience?
- What are the continuing education outcomes of Aboriginal ABE students?

Included in this analysis are 191 Aboriginal and 1,363 non-Aboriginal former students of ABE programs. Former students who completed at least one ABE course during the 1995-1996 academic year and at least three ABE courses in total were included in the ABE cohort. Table 6 shows that 12 percent of ABE survey respondents identified themselves as Aboriginal during the survey interview. The largest number of Aboriginal ABE respondents (71) attended institutions in the Vancouver Island region. The highest concentration of Aboriginal students was in the Interior and Kootenays region with 15 percent of the surveyed ABE population; lowest was the Lower Mainland region with 11 percent of the population.

### Regional Breakdown of Respondents

**Table 6**
**The Proportion of Aboriginal Former ABE Students, by Region**

| | Respondents | | | |
|---|---|---|---|---|
| | Aboriginal | Non-Aborginal | Total | % Aboriginal |
| *Regions* | | | | |
| Interior and Kootenays | 61 | 351 | 412 | 15% |
| Lower Mainland | 49 | 405 | 454 | 11% |
| Northern B.C. | 10 | 71 | 81 | 12% |
| Vancouver Island | 71 | 536 | 607 | 12% |
| *Provincial Total* | *191* | *1,363* | *1,554* | *12%* |

[1] See Appendix 1 for a definition of the ABE cohort.
[2] For some outcomes indicators, the number of Aboriginal ABE respondents is small. Interpret these results with caution.

**Breakdown of Respondents by Program**

Aboriginal former students are more likely to take ABE courses than are their non-Aboriginal counterparts. Twenty two percent of all Aboriginal respondents belong to the ABE cohort, compared with seven percent of non-Aboriginal former students.

Aboriginal former students comprise 12 percent of all former ABE students and 4 percent of all respondents.

**Table 7**
**Distribution of Aboriginal and non-Aboriginal Former Students, by Program Type**

| | Respondents | | | |
|---|---|---|---|---|
| | Aboriginal | | Non-Aboriginal | |
| | N | % of Total | N | % of Total |
| ABE Programs | 191 | 22% | 1,363 | 7% |
| Other Programs | 687 | 78% | 18,077 | 93% |
| *Provincial Total* | *878* | *100%* | *19,440* | *100%* |

**What are the characteristics of Aboriginal ABE students?**

## Demographics

**Female students make up a greater proportion of the Aboriginal ABE study group than of non-Aboriginal ABE students. Aboriginal former ABE students tend to be older than non-Aboriginal ABE students.**

Females make up 71 percent of the Aboriginal ABE cohort and 57 percent of the non-Aboriginal ABE cohort.

On average, Aboriginal former ABE students are about two years older than non-Aboriginal ABE students. The median age for Aboriginal ABE respondents was 29.8 years; the median age for non-Aboriginal ABE respondents was 27.5 years. The median age for Aboriginal ABE students was approximately equal to the median age of all Aboriginal survey respondents.

## Reasons for Enrolling

**Aboriginal former ABE students emphasize program completion as their main reason for enrolling.**

More than a third of both Aboriginal and non-Aboriginal former ABE students cite degree attainment as their main reason for enrolling in their college or institute program. The percentage of Aboriginal and non-Aboriginal ABE respondents who ranked job skills as their main reason for enrolling was 26 and 28 percent, respectively.

## BC College and Institute Aboriginal Former Student Outcomes

### Previous Education

**There is a marked difference in educational background between Aboriginal and non-Aboriginal former ABE students and between ABE students and all former students.**

Forty-one percent of Aboriginal ABE respondents completed high school prior to enrolling in their college or institute program, in contrast to 59 percent of non-Aboriginal ABE students. The comparable figure for all former students is 89 percent. Since ABE courses are geared toward upgrading skills, it follows that a lower percentage of ABE students had completed high school prior to enrolling.

Eight percent of Aboriginal former ABE respondents had completed a certificate or diploma prior to entering their college or institute program, compared with 12 percent of non-Aboriginal ABE respondents.

What are the employment outcomes of Aboriginal ABE students?

**Aboriginal former ABE students are less likely to be in the labour force.**

The labour force includes people who are employed and people who are actively looking for a job. Sixty-nine percent of Aboriginal former ABE students were participating in the labour force when contacted approximately nine months after completing their program. The labour force participation rate of non-Aboriginal ABE students was 71 percent.

Both Aboriginal and non-Aboriginal former ABE students are less likely to participate in the labour force than their counterparts from other educational programs. The labour force participation rate for Aboriginal ABE respondents is 10 percentage points lower than for all Aboriginal respondents. For non-Aboriginal ABE respondents, the participation rate is 15 percentage points lower than for all non-Aboriginal respondents.

**Aboriginal former ABE students are less likely to be employed and take more time to find a job than non-Aboriginal former ABE students.**

Fourty-eight percent of Aboriginal ABE students were employed at the time of the interview, compared with 56 percent of non-Aboriginal ABE students.

The average time required to find a job was 2 months for Aboriginal former ABE students, and 1.5 months for non-Aboriginal former ABE students. When asked how their main jobs were found, both Aboriginal and non-Aboriginal former students made reference to similar resources: "off-campus postings," "friends or relatives," and "found job on my own" were the most oft-cited.

How satisfied are Aboriginal ABE students with their educational experience?

**Both Aboriginal and non-Aboriginal ABE respondents have a high overall level of satisfaction with their studies.**

Former students rated the extent to which their main reason for enrolling was met on a four point scale, where 1 represents completely unmet, and 4 represents completely met. The average rating for Aboriginal former ABE students was 2.91 and 3.15 for non-Aboriginal ABE students.

## BC College and Institute Aboriginal Former Student Outcomes

Aboriginal ABE students rated their overall level of satisfaction with their studies at 3.29 on a four point scale, while non-Aboriginal students rated their satisfaction at 3.31.

**Aboriginal former ABE students are highly satisfied with the quality of skill preparation they received from their education program.**

Respondents were asked to use a three point scale to rate how well their training prepared them in nine skill areas. There are strong similarities between Aboriginal and non-Aboriginal former ABE students in terms of the skill areas where they believe their colleges and institutes prepared them well. Both Aboriginal and non-Aboriginal former students gave their colleges high marks for Teamwork and Analysis and Problem Solving.

There was also some consensus among former students regarding the skills that were least well developed by their college or institute program. Both groups ranked the use of computers, tools and other equipment, and entrepreneurial skills among the lowest three skills. About 25 percent of respondents (both Aboriginal and non-Aboriginal groups) did not rank the above three skills as they were seen to be not applicable to their particular program.

Table 8
**Satisfaction with Skill Development, Former ABE Students**

| Highest three rated skills | | | | Lowest three rated skills | | | |
|---|---|---|---|---|---|---|---|
| Aboriginal ABE students | | Non-Aboriginal ABE students | | Aboriginal ABE students | | Non-Aboriginal ABE students | |
| Teamwork | 2.68 | Teamwork | 2.58 | Use of Computers | 2.28 | Use of tools / equipment | 2.26 |
| Reading and comprehen -sion skills | 2.61 | Analysis / Problem solving | 2.56 | Use of tools / equipment | 2.25 | Use of Computers | 2.24 |
| Analysis/ Problem solving | 2.55 | Written commun-ication | 2.56 | Entrepre-neurial skills | 2.22 | Entrepre-neurial skills | 2.12 |

Overall, Aboriginal ABE respondents tended to be more positive than non-Aboriginal respondents in their evaluation of skill development. Aboriginal former ABE students gave slightly higher scores than non-Aboriginal students to seven out of ten skills.

**Aboriginal and non-Aboriginal former ABE students give good reviews of teaching quality and instructor availability.**

On a three-point scale, Aboriginal former ABE students rated teaching quality 2.76 and instructor availability 2.56; the corresponding figures for non-Aboriginal former

ABE students are 2.76 and 2.65. These were among the highest ratings given by former students when asked to evaluate their college experience. Aboriginal former ABE students also reported high levels of satisfaction with library services, the organization of their program, as well as teaching and learning materials.

Aboriginal ABE respondents expressed lower levels of satisfaction with their experiences with program and career counseling and equipment other than computers. Non-Aboriginal ABE respondents gave low marks to computer hardware and software as well as practical experience. Both groups also gave low marks to library materials in contrast to their positive experience with library services.

**Over a third of both Aboriginal and non-Aboriginal former ABE students went on to further education.**

WHAT ARE THE CONTINUING EDUCATION OUTCOMES OF ABORIGINAL ABE STUDENTS?

ABE programs are designed to prepare students for further education and this is reflected in the finding that former students of ABE courses are more likely to go on to further education than the overall student population. During the approximate nine-month period between the time ABE students completed their program and the interview date, 47 percent of former ABE students went on to further education, compared with 38 percent of all former students.

Almost half (48%) of non-Aboriginal former ABE students went on to further education; the comparable figure for Aboriginal former ABE students was 39%.

Twenty-nine percent of Aboriginal former ABE students transferred to another BC college or institute to continue their studies in contrast to 33 percent of non-Aboriginal former ABE students. Both Aboriginal and non-Aboriginal former ABE students were not likely to transfer to a BC university. Only one percent of Aboriginal former ABE students transferred to a university, compared with three percent of non-Aboriginal former ABE students.

CONCLUSION

The findings presented in this report show that Aboriginal former students are less likely than their non-Aboriginal counterparts to have completed high school when they enroll in their post-secondary education program and that they are much more likely to participate in ABE courses. The high levels of Aboriginal participation in ABE programs suggests that Aboriginal students value post-secondary education and are completing the necessary upgrading courses to continue their post-secondary studies.

However, the results also show that proportionately fewer Aboriginal ABE students continue their studies after completing their ABE courses than their non-Aboriginal counterparts. It will be important for education policy makers to identify the particular barriers to continued education that Aboriginal students encounter.

The relatively high ratings given by Aboriginal former ABE students to the quality of skill development and instruction are evidence that BC's colleges and institutes have a strong record in terms of meeting Aboriginal ABE students' needs.

## Appendix 1

### Notes on the Survey Sample

The criteria for inclusion in each of the three survey cohorts are explained below.

**Arts and Science programs** include liberal arts, social sciences, physical sciences and humanities. Students must have completed 24 or more credits, with the final credits completed in the 1995-1996 academic year, to be included in the Arts and Science cohort.

**Applied programs** include all programs that are designed to lead to employment in a relatively specific field. To be included in the Applied cohort, students must have completed a minimum of 75 percent of the program requirements during the 1995-1996 academic year.

**Adult Basic Education programs** are defined as those that provide education in predominantly "academic" subjects at the secondary school level or below. To be included in the ABE cohort, students must have completed a minimum of three ABE courses, and at least one of those must have been completed during the 1995-1996 academic year.
For inclusion in the sample, students from all programs must not have been enrolled in their program at their college or institute between July 1996 and the Spring of 1997.

The results presented in this report are based on **former** students' responses to questions about their educational experiences, and their subsequent education, and employment outcomes.

#### More Information

Under the guidance of the Outcomes Working Group, CEISS produces a range of reports based on the results of the Student Outcomes survey. A series of more detailed reports from the 1997 survey will be released during the Summer and Fall of 1998.

If you would like more information about Student Outcomes reports, please contact Jill Lawrance, Project Manager, at (250) 978-4207 or jlawranc@ceiss.org.

Other Student Outcome reports are available online at www.ceiss.org/edresearch

**Table 1:** Former Students Exiting All Programs
Aboriginal vs Non Aboriginal Former Students

| | | INDICATOR | | VALUES | | | | INDEX[3] |
|---|---|---|---|---|---|---|---|---|
| | | | | Aboriginal | | Non Aboriginal Former Students | | |
| | | | | Value | N | Value | N | |
| Program of Studies | Aggregation by Program Type | In Applied Programs | % | ***55%*** | ***487*** | ***65%*** | ***12,728*** | ***0.85*** |
| | | In Arts and Science Programs | % | ***23%*** | ***200*** | ***28%*** | ***5,349*** | ***0.83*** |
| | | In Adult Basic Education Programs | % | ***22%*** | ***191*** | ***7%*** | ***1,363*** | ***3.10*** |
| | | In Applied Program, 0-6 Months | % | 12% | 104 | 10% | 1,907 | 1.21 |
| | | In Applied Program, 7-12 Months | % | 26% | 231 | 26% | 4,958 | 1.03 |
| | | In Applied Program, 13-36 Months | % | ***15%*** | ***133*** | ***28%*** | ***5,352*** | ***0.55*** |
| | | In Applied Program, Upper Division | % | 2% | 18 | 3% | 505 | 0.79 |
| | | In Arts Program, Lower Division | % | ***21%*** | ***184*** | ***26%*** | ***4,998*** | ***0.82*** |
| | | In Arts Program, Upper Division | % | 2% | 16 | 2% | 351 | 1.01 |
| | | Unknown | % | 0% | 0 | 0% | 0 | n/a |
| | Aggregation of CIP Coded Programs | Agriculture, Natural Resources and Sc Tech | % | 2% | 20 | 2% | 469 | 0.94 |
| | | Arts and Sciences | % | ***23%*** | ***200*** | ***28%*** | ***5,349*** | ***0.83*** |
| | | Business Management | % | 15% | 129 | 16% | 3,057 | 0.93 |
| | | Communications | % | 0% | 2 | 1% | 141 | 0.31 |
| | | Computer and Information Services | % | 0% | 2 | 2% | 313 | 0.14 |
| | | Construction and Precision Production | % | 6% | 50 | 5% | 1,027 | 1.08 |
| | | Education and Library Services | % | 4% | 36 | 3% | 622 | 1.28 |
| | | Engineering, Electrical and Electronics | % | 3% | 22 | 6% | 1,101 | 0.44 |
| | | Health Related (see also Nursing) | % | 1% | 9 | 4% | 683 | 0.29 |
| | | Legal, Social and Home Economics | % | ***7%*** | ***58*** | ***5%*** | ***961*** | ***1.34*** |
| | | Mechanical and Related | % | ***4%*** | ***34*** | ***5%*** | ***1,067*** | ***0.71*** |
| | | Nursing (see also Health Related) | % | 6% | 57 | 7% | 1,360 | 0.93 |
| | | Recreation, Tourism, Hospitality and Service | % | ***4%*** | ***31*** | ***5%*** | ***1,037*** | ***0.66*** |
| | | Transportation | % | 2% | 20 | 1% | 255 | 1.74 |
| | | Visual, Performing and Fine Arts | % | 2% | 17 | 3% | 635 | 0.59 |
| | | Other programs | % | ***22%*** | ***191*** | ***7%*** | ***1,363*** | ***3.10*** |
| Attributes of Survey Respondents | Demographics | Female | % | ***64%*** | ***558*** | ***54%*** | ***10,492*** | ***1.18*** |
| | | Age at Time of Survey (Years) | Median | ***29.9*** | ***864*** | ***25.5*** | ***19,221*** | ***1.17*** |
| | | Aboriginal | % | 100% | 878 | 0% | 0 | n/a |
| | Main Reason Enrolling | Job Skills | % | 53% | 464 | 52% | 9,991 | 1.03 |
| | | Degree Attainment | % | 20% | 173 | 20% | 3,842 | 0.99 |
| | | Degree Attainment and Job Skills | % | 9% | 78 | 9% | 1,655 | 1.04 |
| | | Other Reason | % | 18% | 158 | 20% | 3,794 | 0.92 |
| | Prev Educ | Previously Completed High School | % | ***68%*** | ***596*** | ***90%*** | ***17,533*** | ***0.75*** |
| | | Previously Completed Certificate or Diploma | % | 16% | 139 | 16% | 3,145 | 0.98 |
| | | Previously Completed Degree (University) | % | 1% | 11 | 6% | 1,112 | 0.22 |
| | Prev Work | Had Current Job Before/During Studies | % | ***23%*** | ***206*** | ***28%*** | ***5,423*** | ***0.84*** |
| | | Related Work Experience Before/ During | % | 21% | 185 | 23% | 4,518 | 0.91 |
| | | Completed Requirements for Program Credential | % | ***60%*** | ***505*** | ***65%*** | ***12,412*** | ***0.92*** |
| | | In a Cooperative Education Program | % | ***18%*** | ***140*** | ***12%*** | ***2,369*** | ***1.44*** |
| Employment Outcomes | Of Resp | In the Labour Force (Have/Looking for Job) | % | ***80%*** | ***698*** | ***86%*** | ***16,780*** | ***0.92*** |
| | | Employed | % | ***63%*** | ***555*** | ***77%*** | ***15,002*** | ***0.82*** |
| | Of Those in the Labour Force | In a Permanent Job (Got it After Studies) | % | ***29%*** | ***204*** | ***39%*** | ***6,464*** | ***0.76*** |
| | | Employed in a Non Training-Related Job | % | ***30%*** | ***206*** | ***34%*** | ***5,785*** | ***0.86*** |
| | | Employed in a Training-Related Job | % | ***50%*** | ***347*** | ***55%*** | ***9,197*** | ***0.91*** |
| | | Employed Full-Time (30 hrs or more a week) | % | ***60%*** | ***419*** | ***71%*** | ***11,938*** | ***0.84*** |
| | | Employed Full-Time, Training Related | % | ***39%*** | ***272*** | ***46%*** | ***7,767*** | ***0.84*** |
| | | Employed Full-Time, Non Training-Related | % | ***21%*** | ***146*** | ***25%*** | ***4,159*** | ***0.84*** |
| | | Employed Part-Time | % | 20% | 114 | 18% | 2,669 | 1.07 |
| | | Unemployed | % | ***20%*** | ***143*** | ***11%*** | ***1,778*** | ***1.93*** |
| | Of Empl FT | Gross Monthly Salary ($) | Median | $2,200 | 329 | $2,252 | 8,937 | 0.98 |
| | | Gross Monthly Salary of Train-Rel Job ($) | Median | $2,400 | 222 | $2,500 | 5,859 | 0.96 |
| | | Gross Monthly Salary of Non Train-Rel Job ($) | Median | $1,873 | 106 | $1,800 | 3,074 | 1.04 |

1 The table row is highlighted in cases where there is a significant difference, at a 99 percent confidence level, between the Aboriginal former student value and the nonaboriginal former student value.

2 For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11".

3 The "Index" value for each indicator is the Aboriginal value divided by the Nonaboriginal value. Index values are n/a if either the Aboriginal value or the Nonaboriginal value is less than or equal to 3%.

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**Table 1:** Former Students Exiting All Programs
Aboriginal vs Non Aboriginal Former Students

| | | INDICATOR | | VALUES | | | | INDEX[3] |
|---|---|---|---|---|---|---|---|---|
| | | | | Aboriginal | | Non Aboriginal Former Students | | |
| | | | | Value | N | Value | N | |
| Overall Satis-faction | | Main Reason for Enrolling Met | Scale 4-1 | *3.16* | *862* | *3.22* | *19,033* | *0.98* |
| | | Overall Satisfaction with Studies | Scale 4-1 | *3.27* | *875* | *3.21* | *19,384* | *1.02* |
| Cont. Educ. Outcomes | Of Respondents | Taken Further Studies Since Leaving | % | *36%* | *317* | *43%* | *8,270* | *0.85* |
| | | Taken Further Studies at a BC College / Institute | % | 19% | 163 | 16% | 3,165 | 1.14 |
| | | Taken Further Studies at a BC University | % | *9%* | *83* | *18%* | *3,417* | *0.54* |
| | | Currently Studying as a Main Activity | % | *21%* | *173* | *29%* | *5,246* | *0.74* |
| | Of Tried Transfer | Expenenced Transfer Problems | % | 15% | 18 | 16% | 723 | 0.92 |
| | Of Related Studies | Extent to Which Prepared for Further Study | Scale 4-1 | 3.43 | 239 | 3.36 | 6,625 | 1.02 |
| Skill Development | Satisfaction Level | Written Communication | Scale 3-1 | 2.54 | 776 | 2.50 | 15,401 | 1.02 |
| | | Oral Communication | Scale 3-1 | *2.57* | *747* | *2.45* | *14,729* | *1.05* |
| | | Teamwork | Scale 3-1 | 2.68 | 816 | 2.61 | 17,580 | 1.03 |
| | | Analysis / Problem Solving | Scale 3-1 | *2.61* | *843* | *2.58* | *18,476* | *1.01* |
| | | Mathematics | Scale 3-1 | *2.46* | *637* | *2.45* | *13,129* | *1.01* |
| | | Use of Computers | Scale 3-1 | 2.29 | 555 | 2.21 | 11,719 | 1.04 |
| | | Use of Tools & Equipment | Scale 3-1 | *2.47* | *584* | *2.44* | *12,544* | *1.01* |
| | | Skills for Independent Learning | Scale 3-1 | 2.55 | 832 | 2.49 | 17,885 | 1.03 |
| | | Reading and comprehension skills | Scale 3-1 | *2.59* | *776* | *2.51* | *15,249* | *1.03* |
| | | Entrepreneunal skills | Scale 3-1 | *2.16* | *495* | *2.07* | *9,677* | *1.04* |
| College Experience | Satisfaction Level | Quality of Teaching | Scale 3-1 | *2.72* | *874* | *2.65* | *19,358* | *1.03* |
| | | Organization of Program | Scale 3-1 | *2.60* | *872* | *2.52* | *19,331* | *1.03* |
| | | Practical Experience | Scale 3-1 | *2.46* | *779* | *2.34* | *17,162* | *1.05* |
| | | Textbooks & Learning Materials | Scale 3-1 | *2.53* | *872* | *2.47* | *19,288* | *1.02* |
| | | Library Materials | Scale 3-1 | *2.41* | *776* | *2.32* | *16,819* | *1.04* |
| | | Library Services | Scale 3-1 | *2.62* | *763* | *2.55* | *16,744* | *1.03* |
| | | Availability Instructors Outside Class | Scale 3-1 | *2.56* | *835* | *2.61* | *18,208* | *0.98* |
| | | Computer Hardware and Software | Scale 3-1 | *2.40* | *588* | *2.25* | *12,465* | *1.07* |
| | | Equipment Other Than Computers | Scale 3-1 | *2.48* | *620* | *2.42* | *13,489* | *1.02* |
| | | Study Facilities on Campus | Scale 3-1 | *2.54* | *784* | *2.44* | *17,570* | *1.04* |
| | | Program and Career Counseling | Scale 3-1 | *2.42* | *707* | *2.31* | *14,539* | *1.05* |
| | | Places on Campus for Socializing | Scale 3-1 | *2.45* | *765* | *2.35* | *17,122* | *1.04* |
| | | Frequency of Activity with Other Students | Scale 4-1 | 2.98 | 854 | 2.97 | 19,183 | 1.00 |
| | | Program Work Load (5=Heavy) | Scale 5-1 | *3.62* | *875* | *3.53* | *19,348* | *1.03* |
| Relation of Studies to Empl Outcomes | Of Very/ Somewhat Rel Job | Extent to Which Work is as Expected | Scale 3-1 | 2.34 | 339 | 2.32 | 8,980 | 1.01 |
| | | How Job Ready | Scale 4-1 | *3.54* | *234* | *3.43* | *6,466* | *1.03* |
| | Of Employed | Usefulness of Training in Getting Job | Scale 4-1 | 3.14 | 348 | 3.05 | 9,516 | 1.03 |
| | | Usefulness of Training in Performing Job | Scale 4-1 | *3.17* | *550* | *2.92* | *14,914* | *1.09* |
| Job Search | How Was Main Job Found (All Could Apply) | Campus Employment Centre | % | 4% | 14 | 7% | 612 | 0.64 |
| | | Work Experience | % | 8% | 25 | 9% | 825 | 0.85 |
| | | Union or Professional Organization | % | 3% | 10 | 2% | 195 | 1.43 |
| | | Off-Campus Adverts/Posting/Empl Centre | % | 23% | 72 | 21% | 1,867 | 1.08 |
| | | Instructor | % | 6% | 18 | 5% | 461 | 1.09 |
| | | Friends or Relatives | % | 28% | 88 | 30% | 2,657 | 0.93 |
| | | Found Job on my Own | % | 29% | 92 | 29% | 2,558 | 1.00 |
| | Job Search Duration | Already Had a Job | % | 39% | 206 | 38% | 5,423 | 1.03 |
| | | Up to 1 Month | % | 29% | 150 | 30% | 4,266 | 0.95 |
| | | 1 to 3 Months | % | 20% | 106 | 22% | 3,061 | 0.94 |
| | | 3 to 5 Months | % | 3% | 14 | 4% | 546 | 0.70 |
| | | Over 5 Months | % | *9%* | *46* | *6%* | *875* | *1.43* |
| | | Job Search Duration (Months) | Average | *2.20* | *316* | *1.82* | *8,748* | *1.21* |
| | | **Total Number of Respondents** | | 100% | 878 | 100% | 19,440 | |

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**Table 2: Former Students Exiting Arts and Sciences Programs**
**Aboriginal vs Non Aboriginal Former Students**

| | | INDICATOR | | VALUES | | | | INDEX[1] |
|---|---|---|---|---|---|---|---|---|
| | | | | Aboriginal | | Non Aboriginal Former Students | | |
| | | | | Value | N | Value | N | |
| Program of Studies | Aggregation by Program Type | In Applied Programs | % | 0% | 0 | 0% | 0 | n/a |
| | | In Arts and Science Programs | % | 100% | 200 | 100% | 5,349 | 1.00 |
| | | In Adult Basic Education Programs | % | 0% | 0 | 0% | 0 | n/a |
| | | In Applied Program, 0-6 Months | % | 0% | 0 | 0% | 0 | n/a |
| | | In Applied Program, 7-12 Months | % | 0% | 0 | 0% | 0 | n/a |
| | | In Applied Program, 13-36 Months | % | 0% | 0 | 0% | 0 | n/a |
| | | In Applied Program, Upper Division | % | 0% | 0 | 0% | 0 | n/a |
| | | In Arts Program, Lower Division | % | 92% | 184 | 93% | 4,998 | 0.98 |
| | | In Arts Program, Upper Division | % | 8% | 16 | 7% | 351 | 1.22 |
| | | Unknown | % | 0% | 0 | 0% | 0 | n/a |
| | Aggregation of CIP Coded Programs | Agriculture, Natural Resources and Sc Tech | % | 0% | 0 | 0% | 0 | n/a |
| | | Arts and Sciences | % | 100% | 200 | 100% | 5,349 | 1.00 |
| | | Business Management | % | 0% | 0 | 0% | 0 | n/a |
| | | Communications | % | 0% | 0 | 0% | 0 | n/a |
| | | Computer and Information Services | % | 0% | 0 | 0% | 0 | n/a |
| | | Construction and Precision Production | % | 0% | 0 | 0% | 0 | n/a |
| | | Education and Library Services | % | 0% | 0 | 0% | 0 | n/a |
| | | Engineering, Electrical and Electronics | % | 0% | 0 | 0% | 0 | n/a |
| | | Health Related (see also Nursing) | % | 0% | 0 | 0% | 0 | n/a |
| | | Legal, Social and Home Economics | % | 0% | 0 | 0% | 0 | n/a |
| | | Mechanical and Related | % | 0% | 0 | 0% | 0 | n/a |
| | | Nursing (see also Health Related) | % | 0% | 0 | 0% | 0 | n/a |
| | | Recreation, Tourism, Hospitality and Service | % | 0% | 0 | 0% | 0 | n/a |
| | | Transportation | % | 0% | 0 | 0% | 0 | n/a |
| | | Visual, Performing and Fine Arts | % | 0% | 0 | 0% | 0 | n/a |
| | | Other programs | % | 0% | 0 | 0% | 0 | n/a |
| Attributes of Survey Respondents | Demographics | Female | % | ***70%*** | ***140*** | ***60%*** | ***3,190*** | ***1.17*** |
| | | Age at Time of Survey (Years) | Median | ***27.0*** | ***199*** | ***23.1*** | ***5,339*** | ***1.17*** |
| | | Aboriginal | % | 100% | 200 | 0% | 0 | n/a |
| | Main Reason Enrolling | Job Skills | % | ***35%*** | ***68*** | ***23%*** | ***1,211*** | ***1.50*** |
| | | *Degree Attainment* | % | ***34%*** | ***67*** | ***43%*** | ***2,257*** | ***0.80*** |
| | | Degree Attainment and Job Skills | % | 8% | 15 | 8% | 447 | 0.90 |
| | | Other Reason | % | 24% | 47 | 26% | 1,361 | 0.92 |
| | Prev Educ | Previously Completed High School | % | ***81%*** | ***162*** | ***96%*** | ***5,132*** | ***0.84*** |
| | | Previously Completed Certificate or Diploma | % | ***16%*** | ***31*** | ***8%*** | ***425*** | ***1.95*** |
| | | Previously Completed Degree (University) | % | 1% | 1 | 1% | 66 | 0.41 |
| | Prev Work | Had Current Job Before/During Studies | % | 30% | 59 | 31% | 1,671 | 0.94 |
| | | Related Work Experience Before/ During | % | 17% | 34 | 17% | 911 | 1.00 |
| | | *Completed Requirements for Program Credential* | % | 32% | 63 | 27% | 1,421 | 1.20 |
| | | In a Cooperative Education Program | % | 9% | 17 | 3% | 146 | 3.21 |
| Employment Outcomes | Of Resp | In the Labour Force (Have/Looking for Job) | % | 76% | 152 | 77% | 4,136 | 0.99 |
| | | Employed | % | 65% | 129 | 68% | 3,632 | 0.95 |
| | Of Those in the Labour Force | In a Permanent Job (Got it After Studies) | % | 23% | 35 | 24% | 977 | 0.97 |
| | | Employed in a Non Training-Related Job | % | ***49%*** | ***75*** | ***65%*** | ***2,703*** | ***0.76*** |
| | | Employed in a Training-Related Job | % | ***35%*** | ***53*** | ***22%*** | ***924*** | ***1.56*** |
| | | Employed Full-Time (30 hrs or more a week) | % | 64% | 97 | 62% | 2,544 | 1.04 |
| | | Employed Full-Time, Training Related | % | ***26%*** | ***40*** | ***17%*** | ***709*** | ***1.54*** |
| | | Employed Full-Time, Non Training-Related | % | 37% | 56 | 44% | 1,831 | 0.83 |
| | | *Employed Part-Time* | % | 21% | 28 | 26% | 1,022 | 0.80 |
| | | Unemployed | % | 15% | 23 | 12% | 504 | 1.24 |
| | Of Empl FT | Gross Monthly Salary ($) | Median | ***$2,149*** | ***77*** | ***$1,919*** | ***1,885*** | ***1.18*** |
| | | Gross Monthly Salary of Train-Rel Job ($) | Median | $2,400 | 31 | $2,200 | 532 | 1.09 |
| | | Gross Monthly Salary of Non Train-Rel Job ($) | Median | $1,894 | 45 | $1,667 | 1,351 | 1.14 |

1 The table row is highlighted in cases where there is a significant difference, at a 99 percent confidence level, between the Aboriginal former student value and the nonaboriginal former student value.

2 For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11".

3 The "Index" value for each indicator is the Aboriginal value divided by the Nonaboriginal value. Index values are n/a if either the Aboriginal value or the Nonaboriginal value is less than or equal to 3%.

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**Table 2:** Former Students Exiting Arts and Sciences Programs
Aboriginal vs Non Aboriginal Former Students

| | | INDICATOR | | VALUES | | | | INDEX |
|---|---|---|---|---|---|---|---|---|
| | | | | Aboriginal | | Non Aboriginal Former Students | | |
| | | | | Value | N | Value | N | |
| Overall Satisfaction | | **Main Reason for Enrolling Met** | **Scale 4-1** | **3.04** | **197** | **3.13** | **5,284** | **0.97** |
| | | Overall Satisfaction with Studies | Scale 4-1 | 3.13 | 199 | 3.18 | 5,334 | 0.98 |
| Cont. Educ. Outcomes | Of Respondents | Taken Further Studies Since Leaving | % | ***58%*** | ***115*** | ***73%*** | ***3,908*** | ***0.79*** |
| | | Taken Further Studies at a BC College / Institute | % | 20% | 40 | 20% | 1,090 | 0.98 |
| | | *Taken Further Studies at a BC University* | % | ***28%*** | ***56*** | ***44%*** | ***2,348*** | ***0.64*** |
| | | Currently Studying as a Main Activity | % | ***41%*** | ***76*** | ***59%*** | ***2,880*** | ***0.70*** |
| | Of Tried Transfer | Experienced Transfer Problems | % | 9% | 6 | 16% | 443 | 0.56 |
| | Of Related Studies | *Extent to Which Prepared for Further Study* | *Scale 4-1* | 3.42 | 99 | 3.39 | 3,366 | 1.01 |
| Skill Development | Satisfaction Level | Written Communication | Scale 3-1 | 2.59 | 193 | 2.52 | 4,959 | 1.03 |
| | | Oral Communication | Scale 3-1 | ***2.50*** | ***185*** | ***2.37*** | ***4,483*** | ***1.05*** |
| | | Teamwork | Scale 3-1 | 2.53 | 184 | 2.48 | 4,832 | 1.02 |
| | | Analysis / Problem Solving | Scale 3-1 | 2.55 | 193 | 2.53 | 5,147 | 1.01 |
| | | Mathematics | Scale 3-1 | 2.31 | 110 | 2.35 | 3,125 | 0.98 |
| | | Use of Computers | Scale 3-1 | 2.13 | 107 | 2.09 | 2,827 | 1.02 |
| | | Use of Tools & Equipment | Scale 3-1 | 2.34 | 89 | 2.23 | 2,402 | 1.05 |
| | | Skills for Independent Learning | Scale 3-1 | 2.48 | 186 | 2.43 | 4,981 | 1.02 |
| | | Reading and comprehension skills | Scale 3-1 | 2.59 | 187 | 2.56 | 4,869 | 1.01 |
| | | Entrepreneurial skills | Scale 3-1 | 1.93 | 84 | 1.91 | 1,988 | 1.01 |
| College Experience | Satisfaction Level | Quality of Teaching | Scale 3-1 | 2.70 | 199 | 2.69 | 5,335 | 1.00 |
| | | Organization of Program | Scale 3-1 | 2.60 | 198 | 2.57 | 5,279 | 1.01 |
| | | Practical Experience | Scale 3-1 | ***2.21*** | ***156*** | ***2.06*** | ***4,058*** | ***1.07*** |
| | | *Textbooks & Learning Materials* | *Scale 3-1* | 2.41 | 200 | 2.45 | 5,329 | 0.99 |
| | | *Library Materials* | *Scale 3-1* | 2.30 | 196 | 2.23 | 5,187 | 1.03 |
| | | Library Services | Scale 3-1 | ***2.68*** | ***194*** | ***2.53*** | ***5,200*** | ***1.06*** |
| | | Availability Instructors Outside Class | Scale 3-1 | 2.64 | 192 | 2.68 | 5,167 | 0.99 |
| | | Computer Hardware and Software | Scale 3-1 | 2.32 | 132 | 2.23 | 3,462 | 1.04 |
| | | Equipment Other Than Computers | Scale 3-1 | 2.37 | 111 | 2.29 | 3,069 | 1.03 |
| | | *Study Facilities on Campus* | *Scale 3-1* | 2.41 | 186 | 2.36 | 5,094 | 1.02 |
| | | *Program and Career Counseling* | *Scale 3-1* | ***2.32*** | ***173*** | ***2.21*** | ***4,200*** | ***1.05*** |
| | | Places on Campus for Socializing | Scale 3-1 | 2.33 | 175 | 2.24 | 4,967 | 1.04 |
| | | Frequency of Activity with Other Students | Scale 4-1 | 2.93 | 199 | 2.94 | 5,317 | 1.00 |
| | | Program Work Load (5=Heavy) | Scale 5-1 | ***3.49*** | ***199*** | ***3.32*** | ***5,323*** | ***1.05*** |
| Relation of Studies to Empl Outcomes | Of Very/ Somewhat Rel Job | Extent to Which Work is as Expected | Scale 3-1 | 2.02 | 52 | 2.14 | 876 | 0.94 |
| | | How Job Ready | Scale 4-1 | ***3.45*** | ***31*** | ***3.16*** | ***563*** | ***1.09*** |
| | Of Employed | Usefulness of Training in Getting Job | Scale 4-1 | ***2.59*** | ***70*** | ***2.17*** | ***1,939*** | ***1.19*** |
| | | Usefulness of Training in Performing Job | Scale 4-1 | ***2.72*** | ***128*** | ***2.22*** | ***3,598*** | ***1.23*** |
| Job Search | How Was Main Job Found (All Could Apply) | Campus Employment Centre | % | 3% | 2 | 6% | 113 | 0.48 |
| | | Work Experience | % | 6% | 4 | 4% | 75 | 1.44 |
| | | Union or Professional Organization | % | 1% | 1 | 2% | 30 | 0.90 |
| | | Off-Campus Advertis/Posting/Empl Centre | % | 27% | 18 | 21% | 383 | 1.27 |
| | | Instructor | % | 1% | 1 | 2% | 33 | 0.82 |
| | | Friends or Relatives | % | 33% | 22 | 40% | 731 | 0.81 |
| | | Found Job on my Own | % | 25% | 17 | 26% | 465 | 0.99 |
| | Job Search Duration | Already Had a Job | % | 46% | 59 | 48% | 1,671 | 0.97 |
| | | Up to 1 Month | % | 32% | 41 | 29% | 1,020 | 1.10 |
| | | 1 to 3 Months | % | 15% | 19 | 17% | 601 | 0.86 |
| | | 3 to 5 Months | % | 2% | 3 | 2% | 80 | 1.03 |
| | | Over 5 Months | % | 4% | 5 | 3% | 102 | 1.34 |
| | | Job Search Duration (Months) | Average | 1.56 | 68 | 1.28 | 1,803 | 1.22 |
| | | **Total Number of Respondents** | | **100%** | **200** | **100%** | **5,349** | |

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**Table 3:** Former Students Exiting Applied Programs
Aboriginal vs. Non Aboriginal Former Students

| | | INDICATOR | | VALUES | | | | INDEX[3] |
|---|---|---|---|---|---|---|---|---|
| | | | | Aboriginal | | Non Aboriginal Former Students | | |
| | | | | Value | N | Value | N | |
| Program of Studies | Aggregation by Program Type | In Applied Programs | % | 100% | 487 | 100% | 12,728 | 1.00 |
| | | In Arts and Science Programs | % | 0% | 0 | 0% | 0 | n/a |
| | | In Adult Basic Education Programs | % | 0% | 0 | 0% | 0 | n/a |
| | | In Applied Program, 0-6 Months | % | *21%* | *104* | *15%* | *1,907* | *1.43* |
| | | In Applied Program, 7-12 Months | % | *47%* | *231* | *39%* | *4,958* | *1.22* |
| | | In Applied Program, 13-36 Months | % | *27%* | *133* | *42%* | *5,352* | *0.65* |
| | | In Applied Program, Upper Division | % | 4% | 18 | 4% | 505 | 0.93 |
| | | In Arts Program, Lower Division | % | 0% | 0 | 0% | 0 | n/a |
| | | In Arts Program, Upper Division | % | 0% | 0 | 0% | 0 | n/a |
| | | Unknown | % | 0% | 0 | 0% | 0 | n/a |
| | Aggregation of CIP Coded Programs | Agriculture, Natural Resources and Sc Tech | % | 4% | 20 | 4% | 469 | 1.11 |
| | | Arts and Sciences | % | 0% | 0 | 0% | 0 | n/a |
| | | Business Management | % | 26% | 129 | 24% | 3,057 | 1.10 |
| | | Communications | % | 0% | 2 | 1% | 141 | 0.37 |
| | | Computer and Information Services | % | 0% | 2 | 2% | 313 | 0.17 |
| | | Construction and Precision Production | % | 10% | 50 | 8% | 1,027 | 1.27 |
| | | Education and Library Services | % | *7%* | *36* | *5%* | *622* | *1.51* |
| | | Engineering, Electrical and Electronics | % | *5%* | *22* | *9%* | *1,101* | *0.52* |
| | | Health Related (see also Nursing) | % | 2% | 9 | 5% | 683 | 0.34 |
| | | Legal, Social and Home Economics | % | *12%* | *58* | *8%* | *961* | *1.58* |
| | | Mechanical and Related | % | 7% | 34 | 8% | 1,067 | 0.83 |
| | | Nursing (see also Health Related) | % | 12% | 57 | 11% | 1,360 | 1.10 |
| | | Recreation, Tourism, Hospitality and Service | % | 6% | 31 | 8% | 1,037 | 0.78 |
| | | Transportation | % | 4% | 20 | 2% | 255 | 2.05 |
| | | Visual, Performing and Fine Arts | % | 3% | 17 | 5% | 635 | 0.70 |
| | | Other programs | % | 0% | 0 | 0% | 0 | n/a |
| Attributes of Survey Respondents | Demographics | Female | % | *59%* | *285* | *52%* | *6,553* | *1.14* |
| | | Age at Time of Survey (Years) | Median | *31.0* | *480* | *26.8* | *12,562* | *1.15* |
| | | Aboriginal | % | 100% | 487 | 0% | 0 | n/a |
| | Main Reason Enrolling | Job Skills | % | *71%* | *347* | *66%* | *8,396* | *1.07* |
| | | Degree Attainment | % | 8% | 38 | 9% | 1,094 | 0.90 |
| | | Degree Attainment and Job Skills | % | 9% | 42 | 9% | 1,105 | 0.99 |
| | | Other Reason | % | *12%* | *60* | *16%* | *2,057* | *0.76* |
| | Prev Educ | Previously Completed High School | % | *73%* | *355* | *91%* | *11,593* | *0.80* |
| | | Previously Completed Certificate or Diploma | % | 19% | 92 | 20% | 2,553 | 0.94 |
| | | Previously Completed Degree (University) | % | 2% | 9 | 8% | 1,013 | 0.23 |
| | Prev Work | Had Current Job Before/During Studies | % | 23% | 111 | 27% | 3,403 | 0.85 |
| | | Related Work Experience Before/ During | % | 25% | 122 | 27% | 3,384 | 0.94 |
| | | Completed Requirements for Program Credential | % | *78%* | *365* | *84%* | *10,540* | *0.93* |
| | | In a Cooperative Education Program | % | *23%* | *99* | *18%* | *2,118* | *1.27* |
| Employment Outcomes | Of Resp | In the Labour Force (Have/Looking for Job) | % | *85%* | *415* | *92%* | *11,678* | *0.93* |
| | | Employed | % | *69%* | *335* | *83%* | *10,612* | *0.82* |
| | Of Those in the Labour Force | In a Permanent Job (Got it After Studies) | % | *34%* | *143* | *45%* | *5,249* | *0.77* |
| | | Employed in a Non Training-Related Job | % | 18% | 73 | 22% | 2,535 | 0.81 |
| | | Employed in a Training-Related Job | % | *63%* | *262* | *69%* | *8,065* | *0.91* |
| | | Employed Full-Time (30 hrs or more a week) | % | *61%* | *255* | *76%* | *8,869* | *0.81* |
| | | Employed Full-Time, Training Related | % | *49%* | *203* | *59%* | *6,893* | *0.83* |
| | | Employed Full-Time, Non Training-Related | % | *13%* | *52* | *17%* | *1,969* | *0.74* |
| | | Employed Part-Time | % | 19% | 65 | 15% | 1,441 | 1.29 |
| | | Unemployed | % | *19%* | *80* | *9%* | *1,066* | *2.11* |
| | Of Empl FT | Gross Monthly Salary ($) | Median | $2,425 | 203 | $2,417 | 6,681 | 1.00 |
| | | Gross Monthly Salary of Train-Rel Job ($) | Median | $2,500 | 165 | $2,500 | 5,210 | 1.00 |
| | | Gross Monthly Salary of Non Train-Rel Job ($) | Median | $1,906 | 38 | $2,000 | 1,469 | 0.95 |

1. The table row is highlighted in cases where there is a significant difference, at a 99 percent confidence level, between the Aboriginal former student value and the nonaboriginal former student value.
2. For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11".
3. The "Index" value for each indicator is the Aboriginal value divided by the Nonaboriginal value. Index values are n/a if either the Aboriginal value or the Nonaboriginal value is less than or equal to 3%.

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**Table 3:** Former Students Exiting Applied Programs
Aboriginal vs. Non Aboriginal Former Students

| | | INDICATOR | | VALUES: Aboriginal Value | Aboriginal N | Non Aboriginal Former Students Value | Non Aboriginal Former Students N | INDEX[1] |
|---|---|---|---|---|---|---|---|---|
| Overall Satisfaction | | **Main Reason for Enrolling Met** | **Scale 4-1** | **3.31** | **477** | **3.27** | **12,441** | **1.01** |
| | | **Overall Satisfaction with Studies** | ***Scale 4-1*** | ***3.33*** | ***487*** | ***3.21*** | ***12,694*** | ***1.04*** |
| Cont. Educ. Outcomes | Of Respondents | Taken Further Studies Since Leaving | % | 26% | 128 | 29% | 3,714 | 0.90 |
| | | Taken Further Studies at a BC College / Institute | % | 14% | 67 | 13% | 1,621 | 1.08 |
| | | Taken Further Studies at a BC University | % | *5%* | *25* | *8%* | *1,022* | *0.64* |
| | | Currently Studying as a Main Activity | % | 15% | 70 | 17% | 2,101 | 0.89 |
| | Of Tried Transfer | Experienced Transfer Problems | % | 29% | 10 | 18% | 267 | 1.63 |
| | Of Related Studies | Extent to Which Prepared for Further Study | Scale 4-1 | 3.47 | 92 | 3.33 | 2,892 | 1.04 |
| Skill Development | Satisfaction Level | Written Communication | Scale 3-1 | 2.53 | 401 | 2.48 | 9,356 | 1.02 |
| | | Oral Communication | Scale 3-1 | *2.63* | *391* | *2.49* | *9,289* | *1.06* |
| | | Teamwork | Scale 3-1 | 2.73 | 456 | 2.67 | 11,666 | 1.03 |
| | | Analysis / Problem Solving | Scale 3-1 | *2.67* | *456* | *2.60* | *12,082* | *1.03* |
| | | Mathematics | Scale 3-1 | *2.51* | *353* | *2.47* | *8,885* | *1.01* |
| | | Use of Computers | Scale 3-1 | 2.35 | 301 | 2.24 | 8,103 | 1.05 |
| | | Use of Tools & Equipment | Scale 3-1 | *2.56* | *381* | *2.50* | *9,526* | *1.03* |
| | | Skills for Independent Learning | Scale 3-1 | 2.60 | 460 | 2.51 | 11,688 | 1.04 |
| | | Reading and comprehension skills | *Scale 3-1* | *2.58* | *406* | *2.48* | *9,273* | *1.04* |
| | | Entrepreneurial skills | *Scale 3-1* | *2.20* | *308* | *2.11* | *7,113* | *1.04* |
| College Experience | Satisfaction Level | Quality of Teaching | Scale 3-1 | *2.72* | *485* | *2.62* | *12,672* | *1.04* |
| | | Organization of Program | *Scale 3-1* | *2.59* | *486* | *2.48* | *12,697* | *1.04* |
| | | Practical Experience | *Scale 3-1* | *2.55* | *464* | *2.42* | *12,078* | *1.05* |
| | | Textbooks & Learning Materials | *Scale 3-1* | *2.56* | *483* | *2.47* | *12,617* | *1.04* |
| | | Library Materials | *Scale 3-1* | *2.44* | *403* | *2.33* | *10,453* | *1.05* |
| | | Library Services | Scale 3-1 | 2.59 | 397 | 2.54 | 10,363 | 1.02 |
| | | Availability Instructors Outside Class | Scale 3-1 | 2.53 | 464 | 2.57 | 11,808 | 0.98 |
| | | Computer Hardware and Software | Scale 3-1 | *2.39* | *306* | *2.25* | *8,114* | *1.06* |
| | | Equipment Other Than Computers | Scale 3-1 | *2.57* | *388* | *2.46* | *9,635* | *1.04* |
| | | Study Facilities on Campus | *Scale 3-1* | *2.61* | *427* | *2.47* | *11,233* | *1.06* |
| | | Program and Career Counseling | Scale 3-1 | *2.45* | *368* | *2.33* | *9,239* | *1.05* |
| | | Places on Campus for Socializing | *Scale 3-1* | *2.50* | *418* | *2.38* | *10,979* | *1.05* |
| | | Frequency of Activity with Other Students | Scale 4-1 | 3.04 | 471 | 3.02 | 12,509 | 1.01 |
| | | Program Work Load (5=Heavy) | Scale 5-1 | *3.77* | *486* | *3.65* | *12,681* | *1.03* |
| Relation of Studies to Empl Outcomes | Of Very/ Somewhat Rel Job | Extent to Which Work is as Expected | Scale 3-1 | 2.41 | 259 | 2.35 | 7,914 | 1.03 |
| | | How Job Ready | Scale 4-1 | *3.57* | *182* | *3.46* | *5,784* | *1.03* |
| | Of Employed | Usefulness of Training in Getting Job | Scale 4-1 | 3.41 | 223 | 3.34 | 7,175 | 1.02 |
| | | Usefulness of Training in Performing Job | *Scale 4-1* | *3.42* | *332* | *3.20* | *10,570* | *1.07* |
| Job Search | How Was Main Job Found (All Could Apply) | Campus Employment Centre | % | 5% | 9 | 7% | 483 | 0.62 |
| | | Work Experience | % | 11% | 21 | 11% | 726 | 0.96 |
| | | Union or Professional Organization | % | 4% | 7 | 2% | 158 | 1.47 |
| | | Off-Campus Adverts/Posting/Empl Centre | % | 22% | 44 | 21% | 1,410 | 1.04 |
| | | Instructor | % | 7% | 13 | 6% | 419 | 1.03 |
| | | Friends or Relatives | % | 25% | 49 | 27% | 1,796 | 0.90 |
| | | Found Job on my Own | % | 31% | 62 | 30% | 1,987 | 1.03 |
| | Job Search Duration | Already Had a Job | % | 36% | 111 | 34% | 3,403 | 1.05 |
| | | Up to 1 Month | % | 28% | 87 | 30% | 3,047 | 0.92 |
| | | 1 to 3 Months | % | 22% | 69 | 24% | 2,349 | 0.94 |
| | | 3 to 5 Months | % | 3% | 9 | 4% | 447 | 0.65 |
| | | Over 5 Months | % | *11%* | *35* | *7%* | *749* | *1.50* |
| | | Job Search Duration (Months) | Average | *2.46* | *200* | *1.99* | *6,592* | *1.24* |
| | | **Total Number of Respondents** | | **100%** | **487** | **100%** | **12,728** | |



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## Table 4: Former Students Exiting Adult Basic Education Programs
### Aboriginal vs. Non Aboriginal Former Students

| | | INDICATOR | | VALUES: Aboriginal Value | Aboriginal N | Non Aboriginal Former Students Value | Non Aboriginal Former Students N | INDEX[1] |
|---|---|---|---|---|---|---|---|---|
| Program of Studies | Aggregation by Program Type | **In Applied Programs** | % | **0%** | **0** | **0%** | **0** | **n/a** |
| | | In Arts and Science Programs | % | 0% | 0 | 0% | 0 | n/a |
| | | In Adult Basic Education Programs | % | 100% | 191 | 100% | 1,363 | 1.00 |
| | | In Applied Program, 0-6 Months | % | 0% | 0 | 0% | 0 | n/a |
| | | In Applied Program, 7-12 Months | % | 0% | 0 | 0% | 0 | n/a |
| | | In Applied Program, 13-36 Months | % | 0% | 0 | 0% | 0 | n/a |
| | | In Applied Program, Upper Division | % | 0% | 0 | 0% | 0 | n/a |
| | | In Arts Program, Lower Division | % | 0% | 0 | 0% | 0 | n/a |
| | | In Arts Program, Upper Division | % | 0% | 0 | 0% | 0 | n/a |
| | | Unknown | % | 0% | 0 | 0% | 0 | n/a |
| | Aggregation of CIP Coded Programs | Agriculture, Natural Resources and Sc Tech | % | 0% | 0 | 0% | 0 | n/a |
| | | Arts and Sciences | % | 0% | 0 | 0% | 0 | n/a |
| | | Business Management | % | 0% | 0 | 0% | 0 | n/a |
| | | Communications | % | 0% | 0 | 0% | 0 | n/a |
| | | Computer and Information Services | % | 0% | 0 | 0% | 0 | n/a |
| | | Construction and Precision Production | % | 0% | 0 | 0% | 0 | n/a |
| | | Education and Library Services | % | 0% | 0 | 0% | 0 | n/a |
| | | Engineering, Electrical and Electronics | % | 0% | 0 | 0% | 0 | n/a |
| | | Health Related (see also Nursing) | % | 0% | 0 | 0% | 0 | n/a |
| | | Legal, Social and Home Economics | % | 0% | 0 | 0% | 0 | n/a |
| | | Mechanical and Related | % | 0% | 0 | 0% | 0 | n/a |
| | | Nursing (see also Health Related) | % | 0% | 0 | 0% | 0 | n/a |
| | | Recreation, Tounsm, Hospitality and Service | % | 0% | 0 | 0% | 0 | n/a |
| | | Transportation | % | 0% | 0 | 0% | 0 | n/a |
| | | Visual, Performing and Fine Arts | % | 0% | 0 | 0% | 0 | n/a |
| | | Other programs | % | 100% | 191 | 100% | 1,363 | 1.00 |
| Attributes of Survey Respondents | Demographics | Female | % | ***71%*** | ***133*** | ***57%*** | ***749*** | ***1.25*** |
| | | Age at Time of Survey (Years) | Median | 29.8 | 185 | 27.5 | 1,320 | 1.08 |
| | | Aboriginal Only | % | 100% | 191 | 0% | 0 | n/a |
| | Main Reason Enrolling | Job Skills | % | 26% | 49 | 28% | 384 | 0.91 |
| | | Degree Attainment | % | 36% | 68 | 36% | 491 | 0.99 |
| | | Degree Attainment and Job Skills | % | 11% | 21 | 8% | 103 | 1.46 |
| | | Other Reason | % | 27% | 51 | 28% | 376 | 0.97 |
| | Prev Educ | Previously Completed High School | % | ***41%*** | ***79*** | ***59%*** | ***808*** | ***0.70*** |
| | | Previously Completed Certificate or Diploma | % | 8% | 16 | 12% | 167 | 0.68 |
| | | Previously Completed Degree (University) | % | 1% | 1 | 2% | 33 | 0.22 |
| | Prev Work | Had Current Job Before/During Studies | % | 19% | 36 | 26% | 349 | 0.74 |
| | | Related Work Experience Before/ During | % | 15% | 29 | 16% | 223 | 0.93 |
| | | Completed Requirements for Program Credential | % | ***42%*** | ***77*** | ***34%*** | ***451*** | ***1.24*** |
| | | In a Cooperative Education Program | % | ***14%*** | ***24*** | ***8%*** | ***105*** | ***1.75*** |
| Employment Outcomes | Of Resp | In the Labour Force (Have/Looking for Job) | % | 69% | 131 | 71% | 966 | 0.97 |
| | | Employed | % | ***48%*** | ***91*** | ***56%*** | ***758*** | ***0.86*** |
| | Of Those In the Labour Force | In a Permanent Job (Got it After Studies) | % | 20% | 26 | 25% | 238 | 0.81 |
| | | Employed in a Non Training-Related Job | % | ***44%*** | ***58*** | ***57%*** | ***547*** | ***0.78*** |
| | | Employed in a Training-Related Job | % | 24% | 32 | 22% | 208 | 1.13 |
| | | Employed Full-Time (30 hrs or more a week) | % | 51% | 67 | 54% | 525 | 0.94 |
| | | Employed Full-Time, Training Related | % | 22% | 29 | 17% | 165 | 1.30 |
| | | Employed Full-Time, Non Training-Related | % | 29% | 38 | 37% | 359 | 0.78 |
| | | Employed Part-Time | % | 18% | 21 | 24% | 206 | 0.75 |
| | | Unemployed | % | ***31%*** | ***40*** | ***22%*** | ***208*** | ***1.42*** |
| | Of Empl FT | Gross Monthly Salary ($) | Median | $1,700 | 49 | $1,832 | 371 | 0.93 |
| | | Gross Monthly Salary of Train-Rel Job ($) | Median | $1,629 | 26 | $1,992 | 117 | 0.82 |
| | | Gross Monthly Salary of Non Train-Rel Job ($) | Median | $1,833 | 23 | $1,797 | 254 | 1.02 |

1 The table row is highlighted in cases where there is a significant difference, at a 99 percent confidence level, between the Aboriginal former student value and the nonaboriginal former student value.

2 For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11".

3 The "Index" value for each indicator is the Aboriginal value divided by the Nonaboriginal value. Index values are n/a if either the Aboriginal value or the Nonaboriginal value is less than or equal to 3%.



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**Table 4:** Former Students Exiting Basic Skills Programs
Aboriginal vs. Non Aboriginal Former Students

| | | INDICATOR | | VALUES | | | | INDEX[1] |
|---|---|---|---|---|---|---|---|---|
| | | | | Aboriginal | | Non Aboriginal Former Students | | |
| | | | | Value | N | Value | N | |
| Overall Satis-faction | | **Main Reason for Enrolling Met** | **Scale 4-1** | ***2.91*** | ***188*** | ***3.15*** | ***1,328*** | ***0.93*** |
| | | Overall Satisfaction with Studies | Scale 4-1 | 3.29 | 189 | 3.31 | 1,356 | 0.99 |
| Cont. Educ. Outcomes | Of Respondents | Taken Further Studies Since Leaving | % | ***39%*** | ***74*** | ***48%*** | ***648*** | ***0.81*** |
| | | Taken Further Studies at a BC College / Institute | % | 29% | 56 | 33% | 454 | 0.88 |
| | | Taken Further Studies at a BC University | % | 1% | 2 | 3% | 47 | 0.30 |
| | | Currently Studying as a Main Activity | % | ***16%*** | ***27*** | ***24%*** | ***265*** | ***0.68*** |
| | Of Tried Transfer | Experienced Transfer Problems | % | 11% | 2 | 10% | 13 | 1.15 |
| | Of Related Studies | Extent to Which Prepared for Further Study | Scale 4-1 | 3.35 | 48 | 3.26 | 367 | 1.03 |
| Skill Development | Satisfaction Level | Written Communication | Scale 3-1 | 2.50 | 182 | 2.56 | 1,086 | 0.98 |
| | | Oral Communication | Scale 3-1 | 2.51 | 171 | 2.47 | 957 | 1.02 |
| | | Teamwork | Scale 3-1 | 2.68 | 176 | 2.58 | 1,082 | 1.04 |
| | | Analysis / Problem Solving | Scale 3-1 | 2.55 | 184 | 2.56 | 1,247 | 1.00 |
| | | Mathematics | Scale 3-1 | 2.47 | 174 | 2.51 | 1,119 | 0.98 |
| | | Use of Computers | Scale 3-1 | 2.28 | 147 | 2.24 | 789 | 1.02 |
| | | Use of Tools & Equipment | Scale 3-1 | 2.25 | 114 | 2.26 | 616 | 0.99 |
| | | Skills for Independent Learning | Scale 3-1 | 2.49 | 186 | 2.49 | 1,216 | 1.00 |
| | | Reading and comprehension skills | Scale 3-1 | 2.61 | 183 | 2.53 | 1,107 | 1.03 |
| | | Entrepreneurial skills | Scale 3-1 | 2.22 | 103 | 2.12 | 576 | 1.05 |
| College Experience | Satisfaction Level | Quality of Teaching | Scale 3-1 | 2.76 | 190 | 2.76 | 1,351 | 1.00 |
| | | Organization of Program | Scale 3-1 | 2.62 | 188 | 2.66 | 1,355 | 0.99 |
| | | Practical Experience | Scale 3-1 | 2.46 | 159 | 2.44 | 1,026 | 1.01 |
| | | Textbooks & Learning Materials | Scale 3-1 | 2.57 | 189 | 2.59 | 1,342 | 0.99 |
| | | Library Materials | Scale 3-1 | ***2.44*** | ***177*** | ***2.56*** | ***1,179*** | ***0.95*** |
| | | Library Services | Scale 3-1 | ***2.61*** | ***172*** | ***2.71*** | ***1,181*** | ***0.96*** |
| | | Availability Instructors Outside Class | Scale 3-1 | 2.56 | 179 | 2.65 | 1,233 | 0.97 |
| | | Computer Hardware and Software | Scale 3-1 | ***2.50*** | ***150*** | ***2.37*** | ***889*** | ***1.05*** |
| | | Equipment Other Than Computers | Scale 3-1 | ***2.30*** | ***121*** | ***2.45*** | ***785*** | ***0.94*** |
| | | Study Facilities on Campus | *Scale 3-1* | 2.50 | 171 | 2.60 | 1,243 | 0.96 |
| | | Program and Career Counseling | *Scale 3-1* | 2.43 | 166 | 2.53 | 1,100 | 0.96 |
| | | Places on Campus for Socializing | Scale 3-1 | 2.45 | 172 | 2.46 | 1,176 | 0.99 |
| | | Frequency of Activity with Other Students | Scale 4-1 | ***2.89*** | ***184*** | ***2.65*** | ***1,357*** | ***1.09*** |
| | | Program Work Load (5=Heavy) | Scale 5-1 | 3.38 | 190 | 3.26 | 1,344 | 1.04 |
| Relation of Studies to Empl Outcomes | Of Very/ Somewhat Rel Job | Extent to Which Work is as Expected | Scale 3-1 | 2.32 | 28 | 2.19 | 190 | 1.06 |
| | | How Job Ready | Scale 4-1 | 3.43 | 21 | 3.25 | 119 | 1.05 |
| | Of Employed | Usefulness of Training in Getting Job | Scale 4-1 | ***2.76*** | ***55*** | ***2.22*** | ***402*** | ***1.24*** |
| | | Usefulness of Training in Performing Job | Scale 4-1 | ***2.90*** | ***90*** | ***2.30*** | ***746*** | ***1.26*** |
| Job Search | How Was Main Job Found (All Could Apply) | Campus Employment Centre | % | 6% | 3 | 4% | 16 | 1.41 |
| | | Work Experience | % | 0% | 0 | 7% | 24 | 0.00 |
| | | Union or Professional Organization | % | 4% | 2 | 2% | 7 | 2.14 |
| | | Off-Campus Advertis/Posting/Empl Centre | % | 21% | 10 | 21% | 74 | 1.01 |
| | | Instructor | % | 8% | 4 | 3% | 9 | 3.33 |
| | | Friends or Relatives | % | 35% | 17 | 36% | 130 | 0.98 |
| | | Found Job on my Own | % | 27% | 13 | 29% | 106 | 0.92 |
| | Job Search Duration | Already Had a Job | % | 43% | 36 | 50% | 349 | 0.86 |
| | | Up to 1 Month | % | 26% | 22 | 28% | 199 | 0.92 |
| | | 1 to 3 Months | % | 21% | 18 | 16% | 111 | 1.36 |
| | | 3 to 5 Months | % | 2% | 2 | 3% | 19 | 0.88 |
| | | Over 5 Months | % | 7% | 6 | 3% | 24 | 2.09 |
| | | Job Search Duration (Months) | Average | 2.02 | 48 | 1.51 | 353 | 1.34 |
| | | **Total Number of Respondents** | | **100%** | **191** | **100%** | **1,363** | |

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